

Draft

Tolland Graduation Requirements

A. Introduction

The Tolland High School graduate (beginning with the Class of 2006) must earn a minimum of 28 credits, meet the credit distribution requirements, and meet the district's performance standard in each of the following categories: literacy, problem solving, health, social responsibility and respect for others, the values of the arts, technology, and transition skills. Students must also meet the state requirement for drug and alcohol education.

B. Credit Distribution Requirements

Subject	Minimum Number of Credits
English	4
Mathematics	3
Social Studies	4
Must include:	1 credit in World History
	1 credit in Modern US History
	1 credit in Civics
	1 social studies elective
Science	3
Must include:	1 credit in Int. Science (gr. 9)
	1 credit in Biology (gr. 10)
	1 science elective
Physical Education/Health	
Must include PE 9 & PE 10	2
Fine Arts	1
Includes any course in Art or Music	
Vocational Arts	1
Includes any course in Business, Family/Consumer Sciences, or Technology Education	
Electives	10
TOTAL CREDITS	28

C. Performance Requirements

The Tolland Graduate:

- **Is literate. Demonstrates the ability to read and write proficiently when accessing, processing, and communicating knowledge:**
 - I. by achieving in band three or four on the CAPT reading and on the CAPT writing assessment
 - or
 - by assembling a reading/writing project that receives an average score of 4 on a 1 to 6 point rubric.
- **Is a problem solver. Shows that he/she can utilize differing sources of information and apply multiple strategies in solving a variety of types of problems:**
 - II. by achieving in band three or four on the CAPT math assessment
 - or
 - by satisfactorily completing a benchmark assessment that requires demonstration of basic math operation, procedures and applications.
 - III. by achieving in band three or four on the CAPT science assessment
 - or
 - by completing a science research project involving data collection and analysis, and receiving a three or better on a 1 to 4 point rubric.
- **Shows an understanding of the basic tenets of good health:**
 - IV. by keeping a fitness activity record and designing a fitness program (that receives a three or better on a 1 to 4 point rubric) and
 - V. by designing a personal nutrition program (that receives a three or better on a 1 to 4 point rubric).

- **Demonstrates social responsibility and respect for others in a diverse world:**

- VI. by complying with the Tolland High School attendance policy.
- VII. by contributing to their school, local or global community as verified in writing by an adult supervisor.
- VIII. by showing their understanding of a diverse world by earning one credit in one of the following course: World Language, Native American History, Russian History or Chinese History

OR

by showing their understanding of social responsibility by earning one credit in one of the following courses:

- a. Independent Living
- b. Child Development
- c. Criminology
- d. Psychology
- e. Contemporary Social Problems
- f. Business Law
- g. Business Management
- h. Communication Media

- **Demonstrates an Understanding of the Value of the Arts**

- IX. by composing/performing music or producing visual art with a basic proficiency (four on a 1 to 6 point rubric)

OR

by completing a project on a composer/artist or a period of art/music that receives a four on a six point rubric.

- X. by demonstrating aesthetic judgement by producing a critique of their own work or the work of others (assessed as a four on a six point rubric).

- Shows they can integrate and use technology to receive, access, organize, process, and transmit information by.

XI. by earning one credit in one of the following areas:

- a. Business Education
- b. Computer Science
- c. Technology Education

XII. by satisfactorily completing a benchmark assessment of basic computer technology skills (assessed as a four on a six point rubric).

- Demonstrates transition skills.

XIII. by completing a career interest inventory.

XIV. by developing a resume of interests and activities.

XV. by developing a written plan for post-high school endeavors.

Implementation

- A. At least once each year, students will assess, with the graduation requirement coordinator, their progress toward meeting performance standards.
- B. Students who have not satisfactorily met performance standards during their junior year, will have opportunities for alternative assessment.

Notification

- A. Of teachers: At the beginning of the school year, the graduation requirement coordinator will provide to teachers (in subject areas with required performance tasks) a list of all seniors who have not met a performance goal in their areas. Teachers will be notified of the junior CAPT scores upon their receipt at the school.
- B. Of students: The graduation requirement coordinator will write to juniors who do not meet the CAPT goal and the parents of said juniors to remind them of the performance standard requirements for graduation. At the beginning of the school year, each senior shall be notified by his/her guidance counselor of his/her status relative to meeting the performance standards for graduation.
- C. Of parents: The graduation requirement coordinator will notify in writing the parents of seniors who have not met the performance standard goal in any area and thus must pass one or more of the district performance tasks.

Appeals

Options if Requirements are not met.

- A. Students who receive a score of 2 out of 4 points or three out of six points on any rubric based assessment will be allowed to appeal their score. Students will submit an appeal in writing to the principal within ten school days of receiving their score. Included in the appeal must be a statement, using the scoring rubric, demonstrating why the score is incorrect. Once the appeal is received, the principal will submit the student's work anonymously to a different teacher within the subject area for assessment.
- B. Students whose benchmark assessment is within 10% of the standard may appeal their score. Students will submit an appeal in writing to the principal within ten school days of receiving their score. Included in the appeal must be a statement, using the benchmark criteria, demonstrating why the score is incorrect.

Once the appeal is received, the principal will submit the student's work anonymously to a different teacher within the subject area for assessment.

C. The principal will communicate the results of the appeal in writing to the student and the parent/guardian within ten school days of receipt of the appeal.

D. If a student feels that the process description in these regulations was not followed, he/she may appeal to the superintendent. Such an appeal must be made in writing within ten school days of receipt of the original appeal decision. The superintendent will review the case to assure that all regulations were followed. If the superintendent finds the regulation were not followed, the superintendent will order a special assessment.